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UNIVERSITY OF ILLINOIS BULLETIN

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UNIVERSITY OF ILLINOIS



YOUR MONEY · YOUR UNIVERSITY 1962-1963

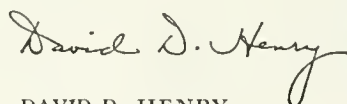
The University of Illinois, 1962-63

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In the current report we have sought to bring to a wider audience large segments of recent statements made by the President to the student body, the faculty and the alumni. The text of *Your Money, Your University* this year is based upon "The Year Ahead," issued in the fall of 1963, and "The State of the University," a review of current items of concern, presented early in 1964.

In addition, the reader will find among the several graphic presentations a record of other University activity, educational and fiscal. I call attention in particular to the tables dealing with enrollments and with degrees granted, for it is in this seemingly impersonal record of the most important members of the University community, the students, that the true worth of the University may be measured.



DAVID D. HENRY
PRESIDENT

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POET CARL SANDBURG GIVES THE
ADDRESS AT HONORS DAY CON-
VOCATION.

COVER PHOTOGRAPH: THE JUNE,
1963 COMMENCEMENT—THE FIRST
TO BE HELD IN THE NEW ASSEM-
BLY HALL.

UNIVERSITY OF ILLINOIS BULLETIN,
Vol. 61, No. 62; February, 1964.
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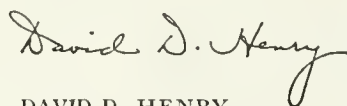
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In common with other comprehensive universities, the University of Illinois serves at once many different publics and provides a variety of services. Yet, its very heart, the purpose of its being, its true essence, is that difficult to describe but ever exciting process of learning and the advancement of learning.

As in any institution of similar size and scope, the University must be concerned with the expansion and maintenance of facilities, with orderly business procedures, with recreational programs. However, its greatness is not to be measured by size, physical resources, or supporting activities, but by the men and women whom it educates and the knowledge it produces and transmits.

This learning process, which is the University, is the most difficult part to portray. The acquisition of the essential resources which the University needs is sometimes confused with basic purpose. Similarly, it is often the subsidiary activities which receive the most public attention; but however proud one may be of those activities, the central objective must never be compromised or modified. In its every operation, the University must insist that the educational function, in its broadest sense, is the center of the civilizing process and the chief value of the institution, therefore, to society.

The University and State Planning

While there is progress to report on all the fronts of the University's far-flung activity — in teaching, research, and public service, on three campuses and in every region of Illinois — the future commands attention more urgently than does an appraisal of the present. That future will be crucially affected by the Master Plan now being formulated by the Illinois State Board of Higher Education.

For some years, with the encouragement of the trustees, University representatives have advocated state planning for Illinois higher education. The projected unprecedented enrollment demands, at all levels, in all areas of learning and in all parts of the State, coupled with the needs of the economy for specialists of all kinds and with the developing imperatives in the search for new knowledge and its applications, have clearly forecast the need for a tremendous expansion of colleges and universities within a relatively short period of time. This growth in demand for University service, which has been under way steadily since 1955, will soon accelerate sharply and this situation will develop before the accumulated deficiencies in personnel, plant, and program of the previous decades have been entirely overcome.

Assuming that Illinois, as a front rank state, in size, wealth, and opportunity, will continue to provide the resources for an adequate educational system, the task ahead is of such proportion and on such a compressed schedule that an orderly plan for development of higher education is clearly called for, one which will be based upon a measure of the needs of the people, as expressed in a variety of ways, and the capabilities of existing institutions to serve those needs. Obviously, new educational services should be projected where existing ones or their expansion are inadequate. A State system, carefully planned, with an eye to prudent investment in the future, must take the place of the previous arrangement whereby future needs were measured merely by collecting the estimates and unilateral decisions of the individual institutions.

As the Board of Higher Education has proceeded with its mandate to formulate a Master Plan (to be submitted to the Governor and the General Assembly early in 1965) the University of Illinois, with other colleges and universities of the State, has contributed staff service and professional counsel as requested.

A key document from the University's viewpoint was a report last September on "Goals and Func-

tions of the University of Illinois," submitted in response to a request from the Executive Director of the Board of Higher Education. The statement has been revised in the light of suggestions received from the faculty, trustees, and other interested groups and represents a broad consensus throughout the University. The full text has been published and is available to those who are interested.¹

The basic thesis of the report provides a guide to educational policies believed to be appropriate to this institution and it is phrased in these words:

The University's distinctive character is best suggested by the term "comprehensive state university." As such, it differs in the range, magnitude, and complexity of its educational functions — and especially in the scope of its public responsibilities — from all other institutions of higher education in the State. . . .

A "comprehensive state university" — such as the University of Illinois — is the most economical and the most effective institutional means whereby the State can be assured of maintaining the broad range of specialized faculties, facilities, and programs that are required to keep it abreast of the rapidly changing technical and professional needs of modern society. This in no sense implies that the other colleges and universities of Illinois — private and public — do not now make highly significant contributions toward selected aspects of this total function or that they should not be encouraged to utilize to an optimal degree their present capabilities or to develop further their respective potentialities. . . .

What are the broad functions of the University which now give it a distinctive role in Illinois? The report defines them as follows:

1. Advanced graduate study and associated research in all the fundamental fields of learning.
2. Teaching and research in professional and technical areas closely dependent upon the fundamental fields of learning and highly important to the public welfare.
3. Selected undergraduate specialization and preparation for professional and advanced work.
4. Extension education and public service related to the teaching and research resources of the University.

It is too soon to speculate as to the form the Master Plan will take once it has been designed. The total subject has great significance for all of higher education in Illinois, and more importantly, for the youth of Illinois and for the economic and cultural future of the State. All are eager that the final plan be one of vision — with no sacrifice of educational opportunity, effectiveness or quality of educational service.

¹ *Faculty Letter*, No. 69, December 13, 1963.

The New Campus for Chicago

One of the most significant preoccupations of the University in 1962-63 was the new campus at Congress Circle, Chicago. This undertaking, in scope, schedule, and importance, is a major development in the life of the University and the full magnitude of its potential for service to people and to the State cannot now be adequately assessed.

The struggle for site, funds and implementing decisions stretched over nearly a decade, a period in which the cumulative enrollment of over 100,000 students at Navy Pier proved beyond question the need for the new campus.

During the year the contractors began moving ahead as planned and the facilities are scheduled to be available for use in the second semester of the 1964-65 school year. This will permit the transfer of the more than 5,000 students from Navy Pier and the enlargement of the enrollment to a total of some 9,000 full-time students in four degree-granting colleges and two two-year divisions: the Colleges of Architecture and Art, Business Administration, Engineering, and Liberal Arts and Sciences; and the Divisions of Education and Physical Education. These units now are organized under permanent administrative heads and recruiting of faculty is under way.

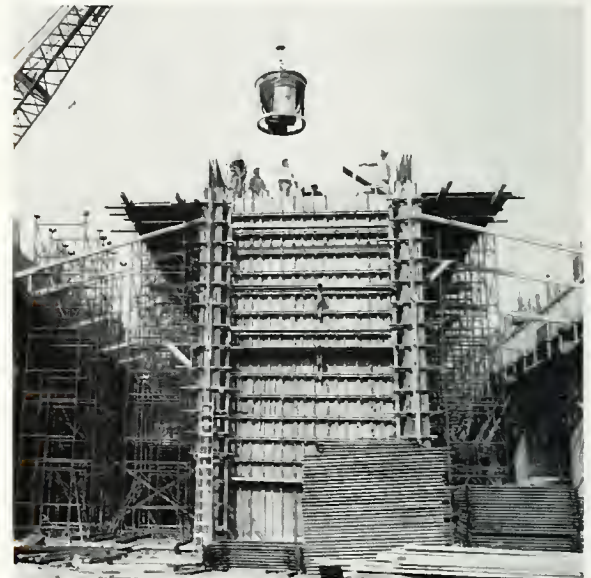


UNVEILING OF A GRANITE SLAB DATED "1963" OFFICIALLY MARKED THE BEGINNING OF CONSTRUCTION ON THE CONGRESS CIRCLE CAMPUS, CHICAGO.

As the new development unfolds, it will, of course, have the benefit of the cooperation of its older partners in the University organization. At the same time, the departments of Congress Circle will be encouraged to innovate and experiment, taking full advantage of the metropolitan environment and the related special opportunities of an urban university.

Contemporary in design, imaginative in concept, the new campus will be an architectural achievement as well as a landmark in educational planning. Visitors from throughout the country and from overseas are regularly making inquiries about the background of the Congress Circle development, and it will unquestionably remain a topic of importance in educational and civic circles for a long time to come. Its completion will also remain a task of the first order — and this fact emphasizes the importance of getting ready for the second phase of development for which capital funds should be provided in 1965.

THE THIRD FLOOR CONCRETE SLAB IS BEING POURED FOR THE 28-STORY STAFF AND ADMINISTRATION BUILDING.



A RENDERING OF THE ORIGINAL HULL MANSION SHOWS HOW IT WILL LOOK RESTORED IN FRONT OF THE UNION BUILDING.

How Large Should a Campus Be?

When the Congress Circle plan is discussed, a common question is: what effect will the new campus have upon the size of enrollment at Urbana-Champaign? Behind the question is the often expressed concern as to whether the campus at Urbana-Champaign will become too large for maximum benefits to students and faculty and for the best utilization of its academic resources. The same question may be applied ultimately to the University as a whole.

The acceleration of enrollment has occurred with such frequency in the last few years that the increases are sometimes regarded as normal. It should be remembered that a thousand students is the size of many well-known and distinguished colleges in the United States, and that when the University enrolls this additional number each year, the responsibilities for service and administration become manifold and complex.

The tasks of instructional service are the more demanding as a result of the distribution of the increase of enrollment. The additional numbers include not only freshmen and sophomores but transfer students at the junior-senior level and a continuing increase at the graduate level, both for master's and doctoral degrees. The number of postdoctoral students is also growing, to the point where this has become a sizeable group.

Whatever may be the reservations about the consequences, large numbers are now enrolled and will continue to be. The rate of increase may be modified, but there is no going back. It is the University's task to make the numbers work for its educational purposes and its fundamental goals, extracting from the situation the inherent advantages — and there are many — and modifying or eliminating the negative aspects.

Of more immediate concern than over-all size are balance among the programs, coherence within the several functions, and appropriate ratios of load to resources. To maintain the standards implied in these concepts, the rate of growth must be planned and controlled.

ENROLLMENT BY COLLEGES — FALL 1962

Urbana-Champaign Campus

AGRICULTURE	1,353
INSTITUTE OF AVIATION	124
COMMERCE AND BUSINESS ADMINISTRATION	2,287
EDUCATION	1,311
ENGINEERING	3,654
FINE AND APPLIED ARTS	1,769
JOURNALISM AND COMMUNICATIONS	203
LIBERAL ARTS AND SCIENCES	7,359
PHYSICAL EDUCATION	491
LAW	326
VETERINARY MEDICINE	158
GRADUATE COLLEGE	5,134

TOTAL, URBANA: 24,169

Medical Center, Chicago

DENTISTRY	361
MEDICINE	796
NURSING	143
PHARMACY	454
GRADUATE	219
POST GRADUATE	231

TOTAL, MEDICAL CENTER: 2,204

Chicago Undergraduate Division

COMMERCE AND BUSINESS ADMINISTRATION	713
ENGINEERING	1,387
LIBERAL ARTS AND SCIENCES	2,364
PHYSICAL EDUCATION	133

TOTAL, UNDERGRADUATE DIVISION: 4,597

Extramural Courses

GRADUATE COURSES	1,531
UNDERGRADUATE COURSES (CREDIT)	1,205
NON-CREDIT COURSES	1,558

TOTAL, EXTRAMURAL: 4,294

TOTAL UNIVERSITY: 35,264

GRAND TOTAL, NUMBER OF DIFFERENT STUDENTS REGISTERED DURING THE YEAR: 46,123

CONTROL OF ENROLLMENTS

Even with the expansion of the University in Chicago and a limited growth at Urbana-Champaign, it is clear that in the years immediately ahead the University will be unable to admit all students who meet minimum entrance or transfer standards at various levels, thus the question—under what conditions does it have the right, and the duty, to turn away students?

Certainly there is no right to close the doors of the University to any qualified student merely because to admit him would work an inconvenience or impose some hardship. The University does not exist for the convenience of its staff or for any unchangeable way of doing things. Nor is there the right to deny educational opportunity merely because the institution has failed to exercise ingenuity for increasing effectiveness or has failed to allocate resources to the best advantage.

On the other hand, whenever the admission of additional students will impair the quality of the University's work, jeopardize its ability to support advanced instruction and research, or threaten the value of the learning experience for students, there is the plain duty to limit enrollments, making it clear to all concerned that the limits of present capacity have been reached.

Although the administration is deeply concerned that growth should be managed according to these standards, it does not believe that the way to effect



UNDER A NEW ADMISSION PROGRAM, HIGH SCHOOL GRADUATES ARE PERMITTED ADVANCE ENROLLMENT FOR FALL CLASSES. ABOVE, AN ENTERING STUDENT AND HER FATHER WORK OUT HER PROGRAM WITH A FACULTY ADVISER.

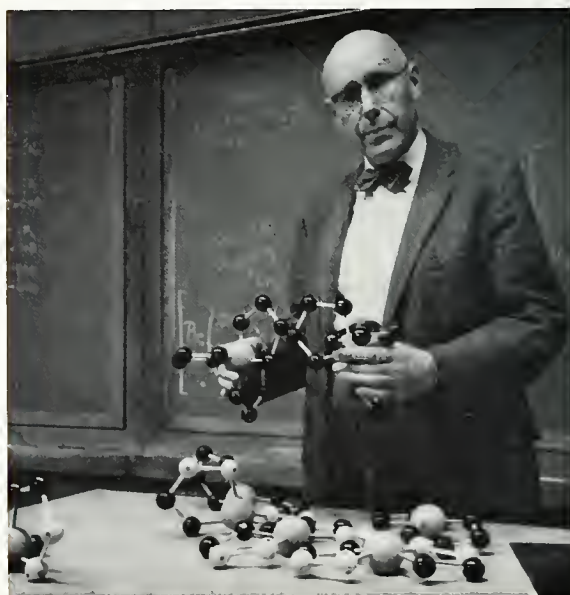
control is by the imposition of any absolute overall numerical limit. Rather, it seems better to administer control in terms of educational and functional capabilities at the several levels—by insisting upon the maintenance of proper teacher-student ratios; by defining enrollment, program by program, in terms of specific measurement of capabilities in faculty, facilities, and working and living conditions; by limiting new programs and by establishing priorities for expansion of existing ones in terms of their relationship to the fundamental disciplines and to the academic resources of special strength at the University.

What of those students who might normally attend this University and who may be turned away in the future? The only sound answer appears to be an accelerated program by the State for the provision of additional resources and their organization so that the total higher educational system is expanded to make it possible for all who can profit from a college education to do so. What were formerly considered by many to be the obligations of the comprehensive state university now must be viewed as the obligations of a state system of higher education, with each part designed for maximum effectiveness.

MAINTENANCE OF STANDARDS

This husbanding of resources imposes difficult decisions. As the University seeks salary funds to attract the best scholars, it aims to recruit and retain faculty who meet highest standards. If Illinois is to remain among the best universities in the world, an ambition all cherish, then every appointee must be among the best available for his position.

THE UNIVERSITY MUST SEEK AND KEEP TOP TEACHERS.



On another front, as the institution is urged to adopt new programs, it must insist that they be related to existing strength and the fundamental disciplines. What cannot be done well should not be done at all. Moreover, while high quality programs are not constructed quickly, it is necessary periodically to take stock of all programs to assess their performance and potential and then give serious consideration to the reallocation of resources to programs that give greater promise.

This approach must also apply to admissions at all levels. Only students who can take advantage of the opportunities, and by their presence contribute to the educational environment so important to the well-being of all, should be encouraged to attend. The process of securing an education is both an individual and a community experience, and those who enter without serious purpose not only waste their time, they lower the level of the group achievement and thus detract from the best use of resources.

In turn, the University must not waste the student's time. Today the demands crowding in on the curriculum are immense; the explosion of knowledge, the expansion in range, the more sophisticated skills required, make great demands upon the brief period of formal education. The competing demands upon the student must be continuously examined. Are there activities and are there programs which do not contribute to the student's education in relationship to other claims on his time? Are there activities and programs which give to the student what he could better acquire after his formal education, at other places? Are there better ways to help students organize time — in independent study, in extra-class activity, in a more efficient academic calendar?

In sum, faced with the pressure of numbers, urged to expand programs in many areas, sought after for innumerable services, the University is required to make choices. Priorities must be properly determined. Money, faculty, and student time must be wisely allocated. The central standard must be to do well whatever is undertaken. Yet this imperative cannot be used to avoid consideration of change and innovation, for the great university is a leader in educational enterprise, not simply a conservator of the past. Educational ferment is the condition most cherished in the university which is to grow in stature and usefulness.

DEGREES CONFERRED, 1962-63

URBANA

Graduate Degrees

Doctor	433
Master	1,727
Total	2,160

Undergraduate

Agriculture	257
Commerce and Business Administration	494
Division of Special Services for War Veterans	1
Education	280
Engineering	710
Fine and Applied Arts	274
Journalism and Communications	94
Liberal Arts and Sciences	994
Physical Education	87
Law	74
Veterinary Medicine	58
Total	3,323

TOTAL URBANA: 5,483

MEDICAL CENTER, CHICAGO

Graduate Degrees

Doctor	17
Master	37
Total	54

Undergraduate

Dentistry B.S.	50
D.D.S.	72
Medicine B.S. (Occ. Therapy)	10
M.D.	192
Nursing B.S.	29
Pharmacy B.S.	132
Total	485

TOTAL CHICAGO: 539

TOTAL UNIVERSITY: 6,022

Where the Operating Money Came From

54 % FROM TAX REVENUES OF THE STATE..... \$ 68,235,337

20 % FROM GIFTS, GRANTS, AND CONTRACTS..... \$ 25,163,566

4 % FROM EARNINGS AND MISCELLANEOUS INCOME..... \$ 5,435,879

4 % FROM STUDENT FEES..... \$ 4,658,111

3 % FROM FEDERAL APPROPRIATIONS..... \$ 4,172,965

TOTAL INCOME FOR EDUCATIONAL AND GENERAL PURPOSES..... \$107,665,858

13 % FROM AUXILIARY ENTERPRISES..... \$ 16,500,923

2 % FROM GIFTS AND ENDOWMENT INCOME FOR STUDENT AID..... \$ 2,408,334

TOTAL OPERATING INCOME..... \$126,575,115

ASSETS ON JUNE 30, 1963

CURRENT FUNDS..... \$ 27,287,811

LOAN FUNDS..... \$ 2,350,581

ENDOWMENT FUNDS..... \$ 6,949,302

PLANT FUNDS (UNEXPENDED)..... \$ 80,729,056

PLANT INVESTMENT..... \$282,731,757

AGENCY FUNDS..... \$ 1,049,740

How the Operating Money Was Used*

39% FOR INSTRUCTION \$ 45,714,963

30% FOR RESEARCH \$ 35,118,636

10% FOR EXTENSION AND PUBLIC SERVICES \$ 12,335,999

8% FOR RESEARCH AND EDUCATIONAL HOSPITALS \$ 8,998,931

TOTAL EDUCATIONAL AND GENERAL EXPENDITURES \$102,168,529

13% FOR AUXILIARY ENTERPRISES, SCHOLARSHIPS, AND FELLOWSHIPS \$ 16,042,257

TOTAL OPERATING EXPENDITURES \$118,210,786

Transfers were also made from operating funds for plant additions
and retirement of indebtedness \$ 6,440,436

TOTAL ALL-UNIVERSITY EXPENDITURES AND TRANSFERS FOR 1962-63
(excluding \$21,788,870 from appropriations from the state for new buildings) . . . \$124,651,222

EXPENDITURES BY LOCATION

URBANA-CHAMPAIGN (including state-wide extension and public service) \$ 87,086,604

MEDICAL CENTER (including state-wide services for crippled children) \$ 25,334,766

CHICAGO UNDERGRADUATE DIVISION \$ 5,789,416

TOTAL EXPENDITURES \$118,210,786

* Figures include allocation of administrative, retirement, library, and physical plant expenses.



KRANNERT ART MUSEUM IS ONE OF THE MANY CULTURAL RESOURCES OF THE UNIVERSITY OF ILLINOIS CAMPUSES.



TYPOGRAPHY STUDENTS IN THE COLLEGE OF JOURNALISM AND COMMUNICATIONS EXAMINE A PART OF THE GUTENBERG BIBLE IN THE UNIVERSITY LIBRARY.

The Intellectual Tone

At the 1963 President's Faculty Conference, when dealing with the question of what the University should do to improve support for research, the group gave great emphasis to the need to add to the total cultural and intellectual resources of the academic community. The discussants made clear that intellectual enterprise is not limited to the classroom and the laboratory, that research-oriented scholars, young and old, need the support of a rich and varied intellectual and cultural experience. The same is true of undergraduates.

There has been much progress recently in providing opportunities to meet this objective: the Krannert Art Museum, the cultural events in the Assembly Hall, the soon-to-be-opened paperback book center in the Illini Union, the increased support for the Festival of Contemporary Arts, for the Star Course, for the University Theatre, for visiting lecturers, artists, and scholars—all have been pointed in this direction. For the same purpose, an extraordinary student Union facility has been made

a part of the Congress Circle development and a fund-raising effort is under way for an Illini Union at the Medical Center. Further, soon there may be better social facilities for members of the faculty at Urbana-Champaign. Here, too, plans are under way to fill the present deficiency in facilities for the performing arts.

With continuing annual increased numbers, much emphasis has been given in recent years to the residence halls construction program at Urbana-Champaign and to the informal educational activities within organized housing — in short a general concern for the quality of student living. The provision of opportunities for recreation, social and cultural activity, as well as for room and board have all been directed toward meeting the basic requirements for sound community living within a student body of the size of that at Urbana-Champaign.

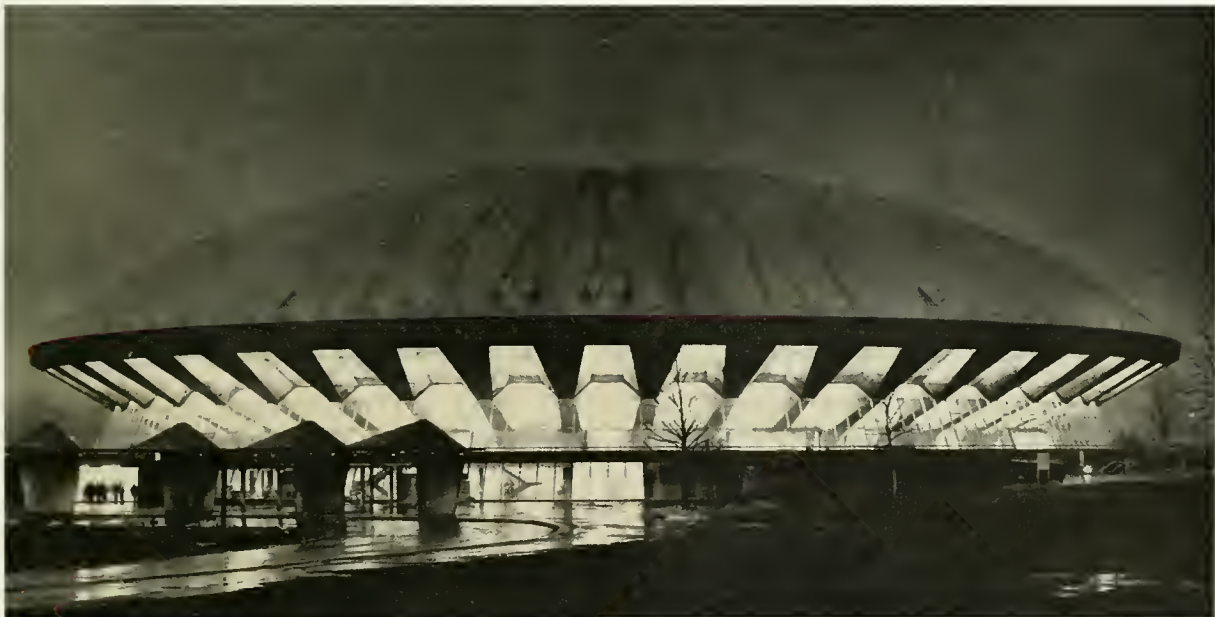
Related to this important area is attention to the general quality of the student body. All know that student quality has a decisive influence upon the effectiveness of teaching as well as upon the intellectual environment for the total educational experience of the individual student. One may be gratified at the impressive record of change on this point over the past decade. Much credit must be given to the improved articulation with the high schools, including changes in admissions practices, to the advanced placement and the honors programs, the enlargement of scholarship awards and other student financial aids, pre-orientation counseling, and the availability of improved housing. Most important of all has been the self-selection

process which has resulted from the continuing public representation of the University of Illinois as a place for serious students and quality academic performance.

Of striking importance in the assessment of intellectual progress in the University is the increase in research activity. Since research is an important method of instruction at the graduate level, particularly for doctoral students, the increase in research is directly related to the capacity and prestige of the Graduate College. Here federal assistance is of prime importance, as well as gifts and grants from private sources and continuing State support. The growth in research, furthermore, is a tribute to the quality of the program, for the support from these sources would not be



EACH YEAR THE UNIVERSITY OF ILLINOIS PRESS PUBLISHES THIRTY OR MORE BOOKS OF SCHOLARLY VALUE.



FROM ITS OPENING IN MARCH TO THE END OF 1963, THE ASSEMBLY HALL WAS VISITED BY NEARLY HALF A MILLION PEOPLE. EVENTS SCHEDULED THERE DURING THAT TIME INCLUDED OPERA, BALLET, MUSICALS, CONCERTS, ICE SHOWS, THE HONORS DAY CONVOCATION, AND STUDENT STUNT SHOW. THE ASSEMBLY HALL WAS FINANCED THROUGH STUDENT FEES; NO TAX FUNDS WERE USED IN ITS CONSTRUCTION.

forthcoming if the staff and student body were not qualified to justify the investment. Hence, both the growth of the Graduate College and the volume of the research program are an index to the increasing academic distinction of the University of Illinois.

Greatly encouraging for the future of research at the Urbana campus, were the availability in the year just ended of the new laboratories for Physics and Electrical Engineering, the Coordinated Science Laboratory, the Burnside Laboratory in the Department of Food Technology and the Labor and Industrial Relations Building. Moreover, all of the buildings now under construction, to be available in 1964, will contribute to the work of the Graduate College and will serve undergraduates as well: Medical Sciences (Chicago), Plant Sciences, Commerce and Business Administration, Addition to the Digital Computer Laboratory, Teacher Education, the University Press, and the

GROWING RESEARCH ACTIVITY PROVIDES AN INDEX OF THE UNIVERSITY'S CONTINUING INTELLECTUAL PROGRESS.



Library Addition. On the drawing board is the Materials Research Building which will support an interdisciplinary program, to be built with Federal funds in cooperation with the new State Building Authority, and will make possible a nationally important scientific advance. Other new facilities are to be constructed soon for Biology, Chemistry, Civil Engineering, and Veterinary Medicine.

Special State Services

Growing out of the University's effort to find new ways to apply its resources to the economic development of the State are two new agencies established during the last year—the Midwest Electronics Research Center and the Production Engineering Education and Research Center. These instruments reflect the interest of the College of Engineering in developing means for greater interaction between university research and industrial application; in one instance in modern electronics and applied physics, in the other, materials fabrication, machine structures, machine controls, automated manufacturing and industrial organization.

Other ways to relate more effectively the instructional and research resources of the University to economic growth will continue to have the attention of many University departments.

Large possibilities for extended service in the field of mental health have been stimulated by the decision of the State Department of Mental Health to locate a clinic on the campus at Urbana-Champaign. Planning is going forward for a new University facility, to adjoin the clinic, to serve ultimately as a Children's Research Center, involving the joint interests of several University departments now engaged in research in mental health and child development. Matching funds for the building from the National Institute of Mental Health are being sought, as well as additional funds for operating costs. The combined efforts, in State and University facilities, are expected to contribute heavily to improved diagnostic treatment and consulting services for the benefit of the children involved, as well as to enlarge the research and teaching opportunities at the University.

Interinstitutional Cooperation

Interinstitutional cooperation has developed great significance among the major universities and this is marked especially in the record of the Committee on Institutional Cooperation, which is composed of the "Big Ten" institutions and the University of Chicago. A "traveling scholar" program has been established under which graduate students are encouraged to move freely from one university to another in accord with their research needs. The institutions are, in effect, pooling unique resources and sharing them for the benefit of all. Another type of cooperative activity involves the offering of joint graduate programs by the several institutions, and a pioneering effort has been made in the interdisciplinary field of biometeorology — supported by a training grant from the U. S. Public Health Service. Another grant to C.I.C., from the Ford Foundation, is supporting a three-year program of summer institutes in Far Eastern languages.

Internal Study and Communication

With the growth of the three campuses and the enlargement of staff and student body, the need for improved internal communication has grown at a similar pace.

Organized efforts to enable the members of the Board of Trustees to meet faculty and students at the three campuses will be continued. General administrative officers, in addition to meeting regularly with faculty groups, have arranged for special meetings with student leaders on each campus. New publications are projected for students as well as continuing seminars and small group conferences under the leadership of qualified University spokesmen.

GROWTH INCREASES NEED FOR INTERNAL COMMUNICATION.



It is recognized that effective faculty and student participation in the affairs of the University is dependent upon wide understanding of the problems of University administration, the major issues confronting the University, and the needs and opportunities with which the University must deal. A strong and effective university must distill collective wisdom for the management of its affairs, and the machinery for this purpose must be appraised constantly as the University itself changes and as new problems arise.

A Look Ahead

A number of specific questions affecting the educational effectiveness of the University will be reviewed in the days ahead. Illustrative are: extension of the use of television education; provision of improved student study facilities; adoption of a twelve-month academic calendar; improvement of traffic movement at Urbana-Champaign, pedestrian, auto, and bicycle; revision of the University Statutes affecting academic freedom and tenure; improvement in undergraduate counseling and teaching; and possible changes in procedure or practice to guarantee effective implementation of the University's policy against racial, religious, or nationality discrimination in any aspect of its work.

* * * * *

The University as a social institution, in its search for new knowledge, in its transmission of what is known and in its expertise for problem solving through both its faculty and the men and women whom it trains and educates, provides the generative power by which a free society adapts to change and improves. Students, faculty, and citizens are privileged to have a part in this fundamental enterprise of a great state, an institution which has become a national resource and a center of influence around the world. The promise ahead is for another year of distinguished achievement.



JONATHAN BALDWIN TURNER HALL



BURNSIDES RESEARCH LABORATORY



EDUCATION BUILDING



ILLINOIS STREET RESIDENCE HALLS

Physical Facilities:

TO HELP MEET EXISTING NEEDS

TO HELP PREPARE FOR THE FUTURE

COMPLETED 1962-63

- * Assembly Hall
- * Illini Union Addition
- * Justin Smith Morrill Hall
- Jonathan Baldwin Turner Hall (Plant Sciences)
- Physics Building Addition
- * Burnside's Research Laboratory
- Central Receiving Station
- * Electrical Engineering Building (including Antenna Laboratory) — Addition
- Physical Plant Services Building
- Coordinated Science Laboratory
- Armory Remodeling
- * Orchard Downs Additions (Married Student Housing)
- Volatile Storage Building

UNDER CONSTRUCTION — COMPLETION EXPECTED 1963-64

- * Digital Computer Laboratory — 1st Addition
- * Medical Sciences Addition, Medical Center
- Education Building
- Commerce Building
- Library 7th Addition
- Administration Building Addition
- Power Plant Addition
- University Press Addition
- * Veterinary Medicine Research Annex Addition
- * Student Rehabilitation Center
- * Illinois Street Residence Halls (Single Undergraduate Housing)
- * Congress Circle Campus, Chicago

NOW UNDER WAY OR SOON TO BEGIN

- * Digital Computer Laboratory, 2nd Addition
- * Civil Engineering Building
- * SG-3 (Single Graduate Housing)
- * East Chemistry Addition
- * Veterinary Medicine Clinic and Hospital
- * Materials Research Laboratory
- * Mental Health Clinic
- * Morrill Hall Addition
- * Facilities for U. of I. Curriculum Study in Mathematics

* Financing assisted by gift or other non-state funds.



The Year in Statistical Summary

Grouped below for quick reference are some key figures relating to the operation of Your University in 1962-63:

Your University operated on a gross income of \$126,575,115. The State furnished \$68,235,337 from taxes; the remainder came from Federal grants and contracts, private gifts, endowment income, student fees, and earnings from operations.

Expenditures, including an allocation for administration, library, and physical plant costs, were: \$45,714,963 (39%) for instruction; \$35,118,636 (30%) for research; \$8,998,931 (8%) for the Research and Educational Hospitals; \$12,335,999 (10%) for extension and public services; \$16,042,257 (13%) for auxiliary enterprises and student aid.

Your total investment in plant (including land) — some of it dating back more than ninety years — is \$282,731,757 at cost.

Last year Your University spent \$42,130,487 for new buildings, equipment, and other capital improvements.

Revenue Bonds amounting to \$6,700,000 were issued for the construction of additional residence halls. Total indebtedness outstanding to be paid from anticipated project revenues is now \$69,209,402.

During the fall semester Your Money helped educate 30,971 students on three campuses and 4,294 more in extramural classes throughout the State. A total of 46,123 individuals were registered for courses at some time during the year.

Your investment helped 6,022 students to get degrees during the year.

The average student at the University of Illinois residing in the State paid \$270 tuition and fees for two semesters, while the student from out of state paid \$620. Scholarships, fellowships, and fee exemptions valued at \$5,209,138 were received by 14,148 students. The Veterans Administration provided 613 students with assistance amounting to \$358,013. The University loaned \$815,773 to 3,827 students. Loan funds totaling \$2,350,581 are provided entirely from private gifts and the National Defense Education Act.

Your Money maintained an academic and professional staff on three campuses and in extension of 4,848 and a service staff (including residence halls and other auxiliary activities) of 6,554 on a full-time equivalent basis.

About 6½ cents out of each dollar of State tax funds went to operate Your University. This amounted to \$6.76 for each person in Illinois. Including amounts spent for buildings, the total came to \$8.91.

Federal government grants and contracts for operations and capital amounted to \$29,352,835.

Your University, directly and through the University of Illinois Foundation, received \$5,395,630 in gifts, grants, bequests, and research contracts from private sources to finance additional services and capital improvements without added cost in taxes. Endowment funds now total \$6,949,302.



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OTHER PUBLICATIONS AVAILABLE FROM THE COMPTROLLER'S OFFICE:
REPORT OF THE COMPTROLLER for the fiscal year ending June 30, 1963
(complete audited report of income and expenditures); REPORT OF ORGANI-
ZATIONS (audited report of income and expenditures for student organiza-
tions); REPORT OF THE UNIVERSITY RETIREMENT SYSTEM OF ILLINOIS
(financial report of operations of the system, covering all state-supported
colleges and universities in Illinois).





UNIVERSITY OF ILLINOIS-URBANA



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